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## PSYCHOSOCIAL ISSUES AMONG MUSLIM ADOLESCENT GIRLS ATTENDING HIGH SCHOOLS – A SOCIAL WORK STUDY OF VIJAYAPURA TALUKA

A Research Proposal Submitted to the Department of social work, Vijayapura in Partial Fulfilment of the requirements for the Degree of PhD in social work


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## ABSTRACT

Education seeks to develop the innate inner capacities of man. By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical 'thinking. A critical factor in the improvement of the status of Muslim Girls and Women is education which is indispensable for many of the modern roles. And at the same time it also widens their cognitive level & enables them to grow in status.Muslim minority in India is considered as one of the most backward & underprivileged community in terms of education, social and economic (SCR,2006). SCR (2006) states that Muslim Girls and Women are lagging behind their male counterpart in every sphere of life. It also states that though their enrolment at primary level has improved but still very few are able to continue their education up to secondary and senior secondary level compared to other socio-religious communities. Census, 2011 states that literacy rate of Muslim females in India is only 51.9% viz lower than other socio- religious communities & even lower than national average. The main reason behind such a drastic downfall is poverty due to which Muslim children are forced to drop out after few classes and this is very much prevalent in case of Muslim Girls. Therefore, it is important to know what psychosocial issues push them in doing so in critical phase of their life i.e., 'Adolescence Period'.Hence it is important to study those issues which hinder them acquiring their future goals. Some important issues have been focused in this study like socio-economic issue, educational/school life issues, family life issues and how they perceive the day-to-day happenings i.e., general mental health to know their psychological well-being. By adopting descriptive research design, researcher will study all such issue by considering Muslim Adolescent Girls as the respondents who attend High Schools in Kannada, English and Urdu medium of instruction at Vijayapura Taluka through stratified random sampling. By assessing all such issues which directly or indirectly impact them socially as well as psychologically, we can come know why major portion of Muslim girls who attend High Schools are not enough capable of pursuing their education and achieving heights in academic field as well as in life.



**Keywords:** Muslims, Adolescent Girls, Psychosocial problems, Education

## 1. INTRODUCTION:

*Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development. - Koffi Annan*

*Educate a Boy and you educate an individual, Educate a Girl and you educate whole community.*

*- Greg Mortenson*

The present synopsis is an attempt to propose a research study on psychosocial issues of Muslim Adolescent Girls who attend High Schools. Globally, Muslim adolescents and adults are continuously facing scrutiny from their environments (Ahmed & Hashem,2016). Muslims occupy the second largest share in India's population after Hindus. Therefore, India's overall economic growth and development are largely dependent on the progress of this community (Sengupta & Rooj, 2018). Many Muslims do not choose to give up education, but they are unable to access this basic right just because lack of opportunity and socio-political factors. In the Sachar Committee report (2006), several recommendations were made focusing on improving the socio-economic status of Muslims in the country. Some of these recommendations were directed towards improving the education status of Muslims in general and Muslim girls, in particular. Especially Muslim girls and women are educationally low compared to other religious communities. While formal education system appears to have given up on Muslim girls, but the girls have not given up on education. And there is more desire and enthusiasm of getting education among Muslim women and girls(SCR,2006).Hence, researcher wants to study what might be the factors which directly or indirectly affects Muslim adolescents psychologically and sociologically which aggravate them leaving schools in between and pull them back from getting higher education in spite of their desire to continue the education; because of which their enrolment ratio declining constantly. Hence, researcher decides to take up some aspects in important institutions like family and school set ups where adolescents spend much of their time and which is the reason of healthy development among adolescents. As stated by Ahmed et al. (2007) adolescents suffer from psychosocial problems at one time or the other during their development. Many of these problems are of transient nature and are often not noticed. Further children may exhibit these problems in one setting and not in other (e.g. home, school). Several key transitional periods (moving from early elementary to middle school, moving from middle school to high school or moving from high school to college) can present new challenges for these adolescents and symptoms of dysfunction may occur.

The term psychosocial reflects both the under controlled, externalizing or behavioural problems such as conduct disorders, educational difficulties, substance abuse, hyperactivity etc and the overcontrolled, internalizing or emotional problems like anxiety, depression etc. The emotional problems have been relatively neglected compared with behavioural problems because these are not easy to be detected by the parents or teachers (Ahmed A. et al., 2007). Adolescents suffer from psychosocial problems from the aspects such as Family environment, educational setup and their general mental health. Where researcher will study in depth and tries to suggest social work interventions which can be implemented in school setting by social workers in schools. Because school is the place where students exhibit with issues which disturb them psychologically as well sociologically, and from their behaviour and performance, teachers can make out disturbed children and refer them to school social workers for their intervention as social workers advocate for the rights of students against the discrimination and reduced opportunities they can sometimes experience. School social workers provide interventions regarding a wide range of social, school, family and emotional issues that may impact negatively on school engagement and learning. Researcher will be doing main study from the school setting and will take up only Muslim girl students from 9$^{th}$ grade within three mediums of instructions i.e., Kannada, English and Urdu set up in both urban as well as rural localities taking the Vijayapura Taluka.

**Educational status of Muslims:**

Education is a fundamental factor in the social transformation of a society. Societal development demands maximum utilization of human resource potential and there is no better tool than education which it does through inculcation of knowledge, skills and development of creative strength of the society. Education reflects, generates and guides the social change. It is "par excellence the method of social reconstruction" as viewed by Dewey.India is a country with diversities inhabiting various ethnic, cultural, linguistic and religious groups. The development of education varies among these groups. The Constitution of India aims to bridge these gaps by empowering the society and providing equality of status among all its citizens.Muslims form the largest minority community in India but are educationally backward in comparison to other religious communities due to which are lagging behind in the race of Socio-economic development. Thus, the largest minority of the country which has lagged behind pathetically in the field of education should set high targets in this sphere (Ahmed, 2012).

Earlier the Government of India in its National Policy on Education, 1986 recognised Muslims along with neo-Buddhists as educationally backward at national level. The NPE (1986) states "Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice". The plight of Muslim education in the country was also unequivocally brought by various commissions and committees appointed by the Government of India (Gopal Singh Committee report, 1983; Sachar Committee report, 2006; Ranganath Mishra Commission report, 2007 and Post Sachar Evaluation Committee report, 2014.The high powered panel headed by Gopal singh to look into the conditions of five religious communities, found that Muslims were one of the most Marginalised communities in the country(Roshan Ara, 2015). Census 2011 data indicates that all other religious minorities except Muslims are educationally better off at different levels of education. The recent report based on National Sample Survey (71st round) entitled "Education in India" (2016) has further reaffirmed the state of poor participation of Muslims in the field of education.25 per cent of Muslim children in the 6-14year age group have either never attended school or have dropped out which is higher than any other Socio-Religious communities in India. Drop-out rates among Muslims were highest at all the levels of Primary, Middle and Higher Secondary in comparison to all the SRC's (SCR, 2006).

**Educational status of Muslim Girls and Women:**

Educational status of Muslim women is one of the major issues which have been taken up by the scholars from time to time. It is commonly believed that Muslims are educationally backward and gender bias persists in their attitude for sending their children to school and another assumption is that Muslims give more preference to Madrasas rather than modern schools. According to Sachar Committee report(2006), Muslims constitute 13.4% of the Indian population and their literacy rate is 59. 1% which is significantly below than national average.And Muslims have not been able to respond to the challenge of improving their educational status.Sachar committee report(2006) also states that high dropout rates among Muslim students are worrisome.As with many Indians, the main reason for educational backwardness of Muslims is abject poverty due to which children are forced to drop out after first few classes and this is particularly true for Muslim girls.

Since Researcher is going to study on Muslim Adolescent Girls, in this regard respondents would be in their middle-adolescence period (15-17 years old).The World Health

Organization(WHO)defines an adolescent as any person between ages 10-19.This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

## Period of Adolescence:

"Adolescence" is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. Adolescence differs from the preceding stages in that the changes are more marked and sudden. G. Stanley Hall denoted this period as "Storm and Stress" and states "conflict at this developmental stage is normal." During this period, adolescents suffer from various forms of problems/dysfunctions and conflicts, which ultimately impair normal psychosocial development aggravating psychosocial dysfunction. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).

As per UNICEF survey of 2019, Adolescents of ages 10-19 making up 16% of the world's population i.e., 1.2 billion in the world today. According to GOI census 2011, age group from 10 to 19 years constituted 24.19% of the total population of Indiawhere12.08% are female. According to UNFPA, India is a country with the world's largest adolescent population. Psychosocial problems, such as behavioural, emotional, socio-economical, familial and educational problems are highly prevalent among adolescents. Adolescents are vulnerable to psychosocial dysfunction when they suffer from physical injuries, psychological trauma, or major changes in their environments especially in the absent of strong support system. Adolescence period is critical times for developing good mental health. Mentally healthy adolescents enjoy a positive quality of life; are free of symptoms of psychopathology; and function well at home, in school, and in their communities. Lifetime psychiatric disorders usually have their first onset at a young age: half of them by 14 years and three-quarters by 24 years. Psychosocial problems have emerged as a threat in their overall development of adolescents.

It is also noted that during adolescence, girls require some specific needs such as biological, emotional and social to be fulfilled adequately. Inadequate fulfilment or nonfulfillment of these needs give rise to a number of biological, social and psychological problems. If the social and psychological needs of these girls are identified, they can be instrumental in knowing their social and psychological problems and then a help can be planned to solve

them by stating the importance of counselling and school social worker which definitely help our adolescents to combat their psycho social problem.

**Contemporary social situations affecting Muslim Girls in India:**

As we know the condition of Muslim women education is lower than their counterpart men. The key reasons among other causes for educational backwardness of the Muslims are their underprivileged economic situation, absent of adequate number of Government and Government aided schools in Muslim concentrated areas and lack of job opportunities among the educated Muslims. Muslim women are lagging behind in education probably as a consequence of socio-cultural pattern of the family and the society, the pessimistic outlook towards the education of girls and are lack of infrastructures for education in Muslim concentrated neighbourhoods. Muslims have limited access to in the distance school. proportion of women education is less than that of Muslim man education and Muslim girls are found in be more intelligent than Muslim boys. Besides, it has been known with the contacts of certain good Muslim girl students that their result had been good and were no less than any girl of other community. But the proportion of Muslim girls getting education is very less. Why is it so? Why do Muslim girls drop out of the schools after acquiring primary or less education?(Hossain & Moinuddin, 2013).Social norms may cause Muslim girls to withdraw from schools or may prevent them from enrolling and attending any educational institution, which aggravates the gender gap in Muslim education. Muslim family structure may inherently be overpowering and act as a barrier towards participation of females in higher education like in rural areas and in urban slums, young girls are still encouraged to stay within their homes. There exists a correlation between the place of residence and education. While this correlation is strong in rural areas and communally sensitive neighbourhoods, but positive correlation is also found in big cities. General lack of safety for women in their neighbourhoods may be another reason why some Muslim parents do not send their girl children to school, especially after they attain puberty.

The ‘purdah’ system for Muslim females, and an outlook to consider education for girls as unnecessary (as higher educated girls are less likely to get a groom, etc.) may be some of the major causes behind low participation of Muslim females in education(Sengupta & Rooj,2018). It is also noted that that socio-economic and household level factors, such as parental education, parental attitude, household income, family size, place of residence, etc.,

may also play important roles in determining the education participation of children in a family.

Hunt (2008) stated that age is an important factor where Children are less likely to access education and more likely to drop out from schools with age. Cultural factors also play an important factor in determining school dropout or lower educational participation with age. It is stated by Sengupta &Rooj (2018) that household level factors affect the opportunities of girls and boys in their access and completion of education. Boys are generally perceived as bringing greater future economic rewards than girls, who are often envisioned as carrying out household duties or childcare and moving out to a different household after marriage. Therefore, education for boys is often considered to be more important than education for girls, and hence, investment in boys' education is generally higher than that of girls in some households.In the Muslim community, major cause for Muslim women dropping out of school is due to their engagement in self-employment or household level work.In fact Kanbargi and Kulkarni (1991), found gender division in household work with greater and longer hours of household work being performed by girls than boys, and hence they were less likely to be sent to school.

## 2. DEFINITIONS OF KEY TERMS:

- **Psychosocial :**

1. According to APA dictionary of psychology, Psychosocial means ‘’describing the intersection and interaction of social, cultural, and environmental influences on the mind and behavior.’’

2. Oxford English Dictionary*'s* first brief definition of ‘psychosocial’ as ‘pertaining to the influence of social factors on an individual’s mind or behaviour, and to the interrelation of behavioural and social factors’

- **Psychosocial problems:**

Mary Richmond, pioneer of American social work regarded there to be a linear relationship between cause and effect in a diagnostic process. In 1941, Gordon Hamilton renamed the 1917 concept of "social diagnosis" as "psychosocial study". Psychosocial study was further developed by Hollis in 1964 with emphasis in treatment model. It is contrasted with diverse social psychology, which attempts to explain social patterns within the individual. Problems that occur in one's psychosocial functioning can be referred to as "psychosocial dysfunction" or "psychosocial morbidity." (Wikipedia)

- **Muslim:**

**Operational definition:** In the present study agirlstudent studying in $9^{th}$ and $10^{th}$ grade and follows and professes Islam is regarded as a Muslim.

- **Girl:**

1.According to Oxford dictionary, Girl defined as a female child.

2. According to Wikipedia, Girl defined as "**A** girl is ayoung female, usually human,a child or an adolescent**"**.

- **Adolescent:**

1. Adolescence is a period of transformation from childhood to adulthood. Hall (1904) opined that human beings develop in stages: Infancy (birth to age 4), Childhood (4-8 years), Youth (8-12 years), Adolescence (12years to mid 20s), and Maturity (Cited in Dusek, 1996).

2. The U.S. Department of Health and Human Services (USDHHS) "Adolescent and Young Adult Health Program" webpage defines adolescents as ages 10-19 and young adults as ages 20-24.

**Operational definition**: In the present research, a Girl student studying in $9^{th}$ and 10 th grade in the age range of 15-17 years is considered as an adolescent.

- **High school/secondary school:**

According to Marriam-webster dictionary, Secondary School defines as a school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses.

- **Academic stress:**

According to Auerbach and Grambling (1998) "Stress is an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their wellbeing."

- **Family Environment:**

The Family Environment "involves the circumstances and social climate conditions within families".

- **Mental health:**

According to the World Health Organization (WHO), mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of

life, can work productively and fruitfully, and is able to make a contribution to his or her community".

## 3. STATEMENT OF THE PROBLEM:

The researcher has taken up the problem to understand the psycho social issues of Muslim Adolescent Girls which occurred in family ,school and related to their academics and the present status of their mental health so that we will come to know from what all situation and crisis student might have suffered based on selected variables. The problem is formally stated as follows: **Psycho-Social Issues among Muslim Adolescent Girls Attending High Schools -A social work study of Vijayapura Taluk.**

The National Association of Social Workers defines Social Work as "the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favourable to this goal. Social Work practice consists of the professional application of Social Work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counselling and psychotherapy with individuals, families, and groups; helping communities.(Zastrow, 2009)

Every child in the country has right to care, protection, development, enjoyment of childhood and to develop into a complete and full individual,regardless of his/her social,economic and cultural background. These are the rights which are embodied in the constitution of India.(Dept of women and child development,2011).Since data newly released from the 2011 Census of India on educational level by religious community and gender has shown that 42.7% of Muslims in India are illiterate. This is the highest illiteracy rate for any single religious community in the country, while the illiteracy rate for the entire population taken together is 36.9%. Even in urban areas, 34.4% of the Muslim population is illiterate and Muslim female illiteracy rate is more amongst all gender community category.As a study is on Adolescent,the famous Psychologist, Sigmund Freud characterises adolescence as a ''period of internal conflict, psychic disequilibrium and erratic behaviour''. Adolescents are on one hand egoistic regarding themselves as the sole object of interest and the centre of the universe but on the other hand also capable of self-sacrifice and devotion.They come across various psycho social problems related to socio-economic status, family environment, school /educational set up and mental health.

If we identify such psycho social problems among Muslim Adolescent girls attending High Schools which deter them in attending higher education and remained backward

educationally, socially & economically, we can contribute intervention strategies by giving them proper psychotherapy counselling by school social workers so that Muslim community can bring quality in their life by gaining and attaining formal education especially Muslim Girls and Women and if women is educated then whole family would be educated and that leads to continue generation to generation.

With the above background, the study aims to study on psycho social issues hindering on education of Muslim adolescent Girls with a Social Work perspective.

## 4. SIGNIFICANCE OF THE STUDY:

Ever since India got independence, the question of Muslim educational backwardness has been an important element especially in the political rhetoric of this country. Particularly Muslims are slow to take advantage of the massive educational development the country has witnessed since independence. In other words, educational attainments of Muslim have improved over the years, but at gradual pace than other socio-religious communities. And hence, gap between Muslims and advantaged sections has actually widened since independence. Infact, traditionally underprivileged SCs/STs catching and overtaking Muslims in various context by mid 1990s. Especially Muslim girls and women are lagging behind their male counterpart in all the sphere of life; Muslim women have been subjugated in male dominated patriarchal societies for decade; their literacy rate is lower than all other religious communities and even lower than the national average of female literacy. As stated by Sengupta &Rooj (2018), the percentage of children, aged 6–14 years and 15–19 years, who attended any educational institution, was lowest among all categories of Muslims (Muslim general and OBC Muslims). Their enrolment ratio is declining after few classes of elementary education and there is a highest dropout rate among Muslims in the nation at the primary, middle & higher secondary levels. Psychosocial problems are found much in the age group 15-18 years and National mental health programs should focus more on secondary class students(Bhosale et al., 2015).While formal education system appears to have given up on Muslim girls, but the girls have not given up on education. The stereotypical image of a Muslim woman as uneducated and lacking ambition is not true, still it is not known the complex realities of life for many millions of Muslim women.

The present study is therefore significant as it enquired and unfolded the psycho social problems which Muslim girl students face in the institutions such as family and school directly or indirectly , such hidden problems might be the causes which impact their innocent mind and pull them back from getting themselves educated and pursue higher education. By knowing such issues which are the hurdles in their better future, social work intervention by the social workers in the schools may be helpful in identifying and resolving such issues. The study would be of utility to all the concerned stakeholders.

## 5. SCOPE OF THE STUDY:

Present study focuses on the concept of Muslim Adolescent Girls from one of the socio-economically backward district of Karnataka with low literacy levels, low enrolment ratio and low gender parity index. As far as scope concerned, the present study would be concentrated on the Muslim Adolescent Girls who undergo from several psycho social issues related to socio-economic background, family environment; challenges occurred in their school/educational life and mental health aspects. In this study, Vijayapura taluka would be considered as a geographical area and researcher will going to take up Govt and Private High Schools with Kannada, English and Urdu medium of instructions from both Urban as well as Rural localities for the main study.

## 6. LITERATUREREVIEW:

Review of relevant research studies is useful to recognize the contributions of different researchers, and explains why these studies and theories are important for the proposed study entitled'' **Psycho-Social Issues among Muslim Adolescent Girls Attending High Schools - A social work study of Vijayapura Taluk**". Hence an attempt has been made to review the related literature that will help in understanding the different aspects of psychosocial issues among Muslim Adolescents Girls who attend High schools.

**Socio – economic status of Muslims:** Many reports and studies have stressupon the dismal status of Muslims in India.The1983 Gopal Singh Committee's report on Minorities suggests that the economic condition of Indian Muslims is worse than that of Scheduled Castes. The 55th round of the National Sample Survey Organization reports that in urban areas, 40% of Muslims as compared to 22% of Hindus belong to the absolute poor category. 30% of urban Muslim households have a working member with a regular salaried job compared to 44% of

Hindus. 16% of urban Muslims fall under the casual labour category compared to 14% of Hindus. The Sachar Committee reported that large proportions of Muslim households in urban areas are in the less than Rs. 500 per month expenditure bracket.

Indian society is highly stratified due to which students entering the schools vary in their Socio-economic Status, values and ideas. In fact, the academic aspirations of the students differ with their level of Socio-economic Status. Socio-economic Status refers to the "family's socio-economic state which includes parent's education, father's occupations, income and housing value, servant facility, transport and material facilities at home" (Adler et al.1994; Orr & Dinur, 1995).

**Family Environment:** The social work profession has historically recognised the importance of assessing the individual in the context of his or her family environment. Social work education and training emphasizes the significant impact of the environment on the individual and vice versa. Family play an important role in the all-round development of adolescents. Family Environment can be regarded as the psycho-social climate that prevails at home, which differs from family to family, society to society and from one culture to another. It is an interpersonal relationship that exists between the parents and the adolescence and other family members(Razia, B.2018).

A study conducted on the role of parents in young adolescent's competence with peers and how parental advice-giving help them to solve their problems. In this context, this study examined the contribution of adolescent's disclosure, parental advice giving and parental intrusiveness into adolescent's social and behavioural adjustment. Total 93 respondents were taken down, among that 49% adolescent girls took part and their parents too participated in this task in which adolescents disclosure, parental advice giving and intrusiveness were observed. Various indicators of social and behavioural adjustment were measured concurrently and a year later by adopting adolescent's Self-reports and teacher ratings, it was found that adolescent's disclosure and advice giving were related with adjustment,where as intrusiveness was concurrently and longitudinally related with maladjustment (Poulin, F., Nadeau, K., & Scaramella, L. 2012).

A study conducted in Malaysia intended to look into the association between parent – child relationship, family environment and adolescent personal characteristics with depression among adolescents. The total participants recruited were 354 adolescents aged between 13-18 years old through multistage cluster sampling technique by applying tools like Family

attachment and family bonding scale developed by Michael (2002) used to measure father-child and mother-child bonding and Children depression Index developed by Kovacs (1985) to assess adolescence depression from last two weeks experiences. And it was revealed from the study that gender had significant positive relationship with depression; whereas Family monthly income, father-child relationship and mother-child relationship had significant negative relationship with depression. Adolescent who had less bonding with their parents was more depressed. It was also opined that no significant association found in between adolescent's age and depression. And mother-child relationship exhibited best predicted adolescence depression among the variables(Ee & Ashrat, 2017).

A study carried out to know that how the Parental familial vulnerabilities; Family environment and their interactions can be depressive symptoms in adolescents. Author drew the link between 1) Depression due to Parental familial vulnerability 2) Depressive symptoms due to Parental characteristics 3) Influence of Family environment variables. The total sample size of 1,294 parents of 1,818 adolescent's offspring were taken into consideration. The result revealed that, increase in Parental familial vulnerabilities leads to increase in depression among adolescents. Parental BMI and educational level had significant influences independent of Parental vulnerability. It was analysed that a significant interaction such that those with high Parental familial vulnerability, and whose parents did not have qualification, had threefold risk of severe depressive symptoms and may be target of intervention (Eley, et al., 2004).

A study was done to investigate trajectories of family cohesion as these are contrasting theories about emotional distancing versus relational continuity between the parent and child during adolescent development. Family cohesion was measured by the cohesion subscale of the Family Adaptability and Cohesion Scales (FACES III; Olson et al., 1983). Exploratory analyses were done to determine whether family cohesion increases, decreases, or remains constant during early to middle adolescence (from $6^{th}$ grade to $10^{th}$grade) and the sample consisted of 4,677 adolescents recruited from five suburban school districts in the southwestern region of the United States. Among them 51% were girls and 49% were boys. It was found that there are small but statistically significant decreases in family cohesion across the study period (Baer, J. 2002).

Pathak, et al. (2011) had also found family environment and parental marital discord were statistically significant with psychosocial problem of adolescents in India. Similarly, Kouros,

Merrilees and Cummings (2008) found the association between parental marital conflict and emotional problem among children. Childhood abuse is a contributor for psychosocial problem (Apollo Hospital, 2016). There is also a higher rate of antisocial and violent behaviour among adolescents who have experienced neglect (Moran, 2015).

**Psycho-social issues related to educational/school life:**

A study examined the role of socio-cultural adversities (discrimination and acculturative stress) and cultural resources (ethnic identity, religious support and religious coping) in terms of their direct impact on psychological distress. In this study, structural equation modelling, was used on 240 Arab American adolescents .It was revealed that there is a strong positive relationship between socio-cultural adversities and psychological distress. And a negative association between cultural resources and psychological distress was found. Understanding the manner in which socio-cultural adversities and resources are linked to psychological distress can inform the development of culturally appropriate interventions that can effectively mitigate mental health concerns for understudied and vulnerable populations (Ahmed et al., 2012).

A study conducted in Sweden, which aimed to analyse how bullying involvement is associated with the distribution of parental background and with subjective health complaints (SHC) among Swedish boys and girls. A total of 11,972 adolescents participated in the study aged 11.13 and 15 from grades five, seven and nine. Study consist 50.6% boys and 49.4% girls; about 2000 adolescents in each gender and grade. It was revealed that around 25% of the adolescents have been involved in bullying once or more, majority of them were boys. There were no differences associated with parental background in bullying victimization and bully/ victims. Study was identified boys of foreign background had higher level of involvement as bullies compared to boys of mixed or Swedish background. Girls of foreign background are more involved in all the three categories (i.e. victims, bullies and bully/victims) than mixed or Swedish background. It was also opined that all adolescent who had involved in bullying were at risk of ill health (Carlerby et al., 2013).

There is little is known about bullying among ethnic minority children in British schools. Hence, it was studied by taking questionnaire survey of 243 Hindus, Indian Muslims and Pakistani children attending temples and mosques in the Preston and Bolton area of Lancashire asking about their experiences of school bullying, who bullied them and in what way.The sample size was only 19 students from grade 9,in second stage recruitment, three

Hindu temples and four mosques were contacted provided that the information gathered did not allow particular schools to be identified. It was revealed that both boys and girls in all three ethnic groups reported that they had been bullied at school during the previous term. Bullying was significantly more common among boys (57 per cent) than girls (43 per cent). However, bullying was at least as likely to be by other Asian children of a different ethnic group as it was by white children, and it was likely to relate to some religious or cultural difference such as the animal forms of some Hindu Gods, the clothing worn by Indian Muslims or the language spoken by Pakistanis. Bullying between members of the same ethnic group was comparatively rare, although a number of Hindu children reported insults relating to the caste system (Eslea & Mukhtar,2000).

In the article 'Challenging Stereotypes: Educational Aspirations of Emirati and Indian Muslim Women', it is argued that many Muslims do not choose to give up education, but they are unable to access this basic right just because lack of opportunity and socio-political factors. Uzma Nahid, a member of All India Muslim Personal Law Board, pointed out that Muslim women have lower level of education compared to women from Christian, Sikh, Hindu, Parsi, and Jain communities which lead to low aspiration and ambition among Muslim women. Even now most of the Muslim women who work in unorganised sectors feel deprived just because they could not get education due to many socio-economical factors and further they don't want to repeat this legacy with their daughters. while formal education system appears to have given up on Muslim girls, but the girls have not given up on education. And there is more desire and enthusiasm of getting education among Muslim women and girls. The stereotypical image of a Muslim woman as uneducated and lacking ambition is not true really. Still It is not known the complex realities of life for many millions of Muslim women(Parween, 2013).

## 7. THEORETICAL FRAMEWORK:

### Theories of Adolescence:

Adolescence has been regarded as a crucial phase of growth and development by almost all societies, past and present, sophisticated or primitive, whose chief concern was with keeping the vitality of youth within control. However, recognition of individual and social problems specific to adolescence appear to be of relatively recent origin. A brief survey of the development of this recognition is, therefore, quite relevant. The recognition by Egyptians, Jews, Greeks, and Romans of the significance of preparing young men and women so as to

enable them to assume their appropriate adult functions carried memories of the rituals of primitive initiation ceremonies. This early recognition of the importance of adolescence had a profound effect on later writers who had very little to say beyond an emphasis on the discreteness of different periods of development.

## G. Stanley Hall

G.Stanley Hall was the first psychologist to conduct research on the changes and behavioural characteristics of adolescents which although were based on the American population of the first decade of the twentieth century applies equally well to Indians during the last decade of the century. Hall applied Darwin's theory of evolution to human development and stated that human beings recapitulate the developmental stages of the whole race during their life time. He divided human development into five stages as follows:

(1) Birth to 4 years: Infancy

(2) 4-8 years: Childhood

(3) 8-12 years: Later childhood

(4) 12-25 years: Adolescence

(5) 25 years and above: Adulthood

### Adolescence :

Hall considered this period as the most crucial period of a human life time when the adolescent begins a new life in which new traits of personality are born. It is a period of great stress and strain. There are great contradictions going on him or her; the main ones of which are given below:

(1) Energy and enthusiasm v/s indifference

(2) Gaity and laughter v/s gleem melancholy

(3) Vanity and boastfulness v/s humiliation

(4) Idealistic altruism v/s selfishness

(5) Sensitivity v/s callousness

(6) Tenderness v/s cruelty

Hall divided the development into various types which are as follows:

**Physical Development:**

There is a sudden acceleration in the growth of the body of the human being after he reaches the age of 12 years.Adolescence begins in girls a little earlier in boys with the start of menstruation the body of the girl child assumes the form of womanhood creating great stress and strain.Her height shoots up, her breasts begin to develop, and her seat becomes bulky, all set for giving birth to a child. Boy also develops hair on his face, armpits and around his sexual organ. His voice becomes harsher and manly.

**Sexual Development:**

Both boys and girls develop interest in the opposite sex.Their sexual organs mature and they assume the form of adults.With these sexual development, there is a great urge, sometimes not overt, to have sexual intercourse with the opposite sex.

**Cognitive Development:**

The development of intellect accompanies the onset of sexuality.He develops the capacity to reason at every occurrence he meets with and doubts the set principles in society.He passes through school to college where his intellect can grasp many new subjects.It is observed that most of the new theories of knowledge get their birth during the later part of adolescence.

**Moral and Social Development:**

The adolescent has a much firmer and more mature grasp of society's rules and regulations , which he tries to challenge when he find them inconvenient.

**Religious Development:**

With the development of moral sensibilities, the adolescent develops religious consciousness. In India, the adolescents learn most of the religious beliefs from their cultural heritage and social environment.

## Sigmund Freud

Freud emphasized the early childhood experiences in the development of personality and adolescence is one of the stages of development. His stages are known as psychosexual development stages. In the beginning of adolescence when the boy or girl attains puberty, many changes like physical, mental, emotional and social revive the early childhood conflicts again. This is a period of great stress and strain. The adolescent makes a transition from auto-erotism and childish concern with parents as love object to adult sexuality and to the choice of heterosexual love objects.

## Anna Freud

The daughter of Sigmund Freud, Anna modified psychoanalytic position on adolescence. She agrees that early childhood experiences have deep impression on the development of personality later on. She believes that there is a great difference between the problems that teenager must cope with and the dilemmas that confront the small child of three years of age. She also believed that the ego of the early infantile period is undeveloped and indeterminant, impressionable and plastic under the influence of id. In the prepubertal period on the contrary it is rigid and firmly consolidated. The infantile ego can suddenly revolt against the outside world and also can ally itself with the id to obtain instinctual gratification, but if the ego of the adolescent does so, it becomes involved in conflict with the super ego.

The adolescent now understands his sexual urge but feels guilty about it. His conflict is internalised.Heslowly learns to achieve a balance between the control and satisfaction of his sexual impulses.A number of defence mechanism are developed to help the individual to resolve his conflicts.

Anna believes that a new feeling emerges in the adolescent during adolescence. His love is fickle and unstable. He often changes his friends. She thought that the reason for this instability is involved in the notion of conflict and defence.The youthful rebellion is caused by the resurgence of infantile sexuality. The adolescent behaves much as he had done during early childhood. In short, Anna Freud concedes a lesser role to adolescence than did Stanley Hall.

## Kurt Lewin's Field theory

According to Kurt Lewin which he described in his field theory, behaviour depends on two types of factors: i) personal factors which include age,intelligence, specific talents and sex,and ii) environmental factors which include family relationship, neighbourhood, peers and authorities. As the child enters adolescence, he undergoes a change in belongingness. He is no more a child and he does not want to be considered a child. He physically moves into new schools and neighbourhood coming in contact with becoming a part of new groups. This change in belongingness is very important during adolescence as it has been experienced before. Lewin believed that the uncertain character of adolescent's behaviour and conflicts can partly be explained by the lack of cognitive clarity concerning the adult's world which he is going to enter. Changes take place in his body also. More or less strange and new body experiences arise and make this part of his life space which is so close and vital to the

individual strange and unknown. The time dimension of the life space also becomes an unknown region in adolescence. The adolescent plans his own activities and life becomes his own responsibility. His future plans involve present, immediate and distant future as to satisfy his own values and goals.

## Erikson's Psychosocial theory of development:

Erikson, a psychologist, identifies eight stages through which human beings progress from birth to death. The theory posits a hierarchical development in which the individual builds upon experiences from earlier stages. Within each stage, one must overcome a conflict or "crisis" in order to successfully complete that specific stage. If a preceding stage's conflict is not resolved, one must rework it before one can successfully complete the conflict of the present stage. Since the fifth stage of Erikson's hierarchy pertains to adolescence, the other seven stages are excluded from this discussion.

Sense of Identity Erikson's fifth stage is the "Sense of Identity," during which the adolescent asks, "Who am I?" and questions previously established values, learned tasks, and authority figures developed and/or respected during the preceding stage. The adolescent conflict is identity versus role diffusion (i.e., knowing who I am rather than changing roles to adapt to various situations). The resolution of this conflict comes when the adolescent identifies, selects, accepts, and integrates previously learned tasks and established values from the earlier stage to form a, clear, acceptable image of his/her own identity. If the adolescent does not completely succeed in this conflict, he/she faces difficulties in self-clarification, the pinnacle of identity. Erikson (1963, p. 261) sees this stage of life as chaotic in nature and refers to the adolescent development as a "psychological revolution" in which young people are "now primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the occupational proto- types of the day." Certain concepts can be delineated from Erikson's theory about the "Sense of identity''.

## Theory of Psychosexual development:

**Sigmund Freud (1856–1939**) observed that during the predictable stages of early childhood development, the child's behaviour is oriented towards certain parts of his or her body, e.g. the mouth during breast-feeding, the anus during toilet-training. He argued that adult neurosis (functional mental disorder) often is rooted in childhood sexuality, and consequently suggested that neurotic adult behaviours are manifestations of childhood sexual

fantasy and desire. That is because human beings are born "polymorphous perverse", infants can derive sexual pleasure from any part of their bodies, and that socialization directs the instinctual libidinal drives into adult heterosexuality.[3] Given the predictable timeline of childhood behaviour, he proposed "libido development" as a model of normal childhood sexual development, wherein the child progresses through five psychosexual stages – the oral; the anal; the phallic; the latent; and the genital – in which the source pleasure is in a different erogenous zone.

**The Family System Theory:**

The Family system theory is based on the basic principle that individuals are best understood through assessing the interactions between and among family members.This perspective is grounded in the assumption that a client's problematic behaviour may serve a function or purpose for the family, which might be unintentionally maintained by family processes or be a function of the family's inability to operate productively. Thus,family can be best imagined as a circle that operates by way of transactional patterns and develops a preferred pattern of functioning(Minuchin,1974). The interactions patterns in which parts of a system communicate with each other become the essence of the family dynamic. These patterns can be either functional or dysfunctional.

## 8. RESEARCH GAP:

The previous studies such as (Minault, 1982; Chanana,1990; Choudhary, 2003; Dwarakanath, 2002; Husain, 2010; Udin,2012; Ashraf, Ahmed & Hossain,2012) have found out that some of the major causes of educational backwardness of the Muslims in India are concerning with gender-related issues, socio-economic factors and early dropout of children from schools, among others. Reviewing many studies on Muslim education, Shazli and Asma (2015) concluded that early marriages, poverty and financial constraint are some of the biggest hurdles towards Muslim women's educational attainment. Studies like(Menon,1981; Shah,1983;Hussian,1990;Mondal 1997 & Begum,1998) found out educational status of Muslim women and low level of Muslim girl's educational attainment. Studies have been conducted on Dropouts among Muslim girls such as (Indira Kumari,1976; Pillai, Benjamin& Nair,1980; Khanna & Shah,1983 ;Siddiqui, 1995 & Siddiqui,2013).Many studies conducted on Girl's Madrasa education such as ( Winkelmann& Mareike,2005;Nair, 2008 ;Asadullah et al.,2012 &Sanyal& Farah, 2019).Studies conducted on educational problems among Muslim adolescents like ( Azeem,2012 ; Mulla & Shinde,2019).Studies have been done on menstrual

practices and reproductive problems among adolescents girls like ( Bhatia et al., 2001;Gar ,2001;Khanna et al.,2005).Psychosocial/psychopathological or mental disorders have increased in the recent decades, especially among the children and adolescents. Psychological problems are fairly common in the adolescent age group. Despite the need, there is a dearth studies conducted in this crucial age group in India (Faizi et al., 2016). Hence researcher has taken up Psycho-social issues as research topic among Muslim adolescent who attend High schools.Psycho social issues especially related to environment in which adolescent lives i.e.family environment among Muslim community, the various unstudied variables in school /educational set up and psychological health of School going girls in Muslim Community.

The researcher has taken up socio –economic background, family environment, as its least studied phenomenon among Muslim adolescents in India, and educational or school aspects where particularly academic stress, relationship with peer , time spent on studies and household chores, Parental school-specific involvement, security feeling at school and level of security feeling ,religion based bullying, cyber bullying, academic aspiration, perceived support from teachers, school structure support for religious practices in schools and attitude towards school have been highlighted where it differs from medium of instructions with reference to Kannada, English and Urdu.

There are several reasons why psychological distress is an outcome of interest among high school Muslim students. The concept “fitting in” as an important adaptive issue for Muslim adolescents, promoted implicitly or explicitly at mainstream Govt as well as private schools by educators, peers, classroom practices, curriculum, and school policies. The importance of fitting in often places profound psychological demands on Muslim youth (Oberoi,2012).

## 9. OBJECTIVES OF RESEARCH STUDY:

- To study the socio-economic and demographic profile of Muslim adolescent girls attending high schools.
- To assess psychosocial problems related to family environment of Muslim adolescent girls who attend high schools.
- To know psychosocial problems related to educational set-up /school life among Muslim adolescent girls attending high schools.
- To identify physical and mental health of Muslim adolescent girls who attend high schools.
- To

**10. RESEARCH HYPOTHESES:** Synchronised with above mentioned objectives, the researcher framed Null hypotheses as follows:

$H_0$ 1: There is no significant relationship between Muslim adolescent girls of Kannada, English and Urdu mediums of instruction and their socio-economic profile.

$H_0$ 2: Muslim girl students show no difference between location of school and socio-economic profile.

$H_0$ 3: There is no significant relationship between type of school management and socio-economic profile of Muslim adolescent girls attending high schools.

$H_0$4: There is no significant association between Muslim girl students belong to locations of school and their family environment.

$H_0$5:There is no specific relationship between Kannada, English and Urdu mediums of instruction and their family environment.

$H_0$ 6: There is no significant relationship between type of school management of and Muslim adolescent girls' family environment who attend high school.

$H_0$7: Psychosocial problems related to educational and school life do not show any difference among the students with respect to their mediums of instruction, locations of school and type of school management.

$H_0$8: There is no association between academic stress of Muslim adolescent girls and their socio-economic profile.

$H_0$9: Academic stress of Muslim adolescent girls do not show any difference with respect to their mediums of instruction, location of schools and type of school management.

$H_0$10 : There is no any general health issues including physical and psychological among Muslim adolescent girls who attend high schools in Kannada, English and Urdu mediums of instruction and type of school management.

$H_0$11: There is no any general health issues including physical and psychological among Muslim adolescent girls with regards to urban and rural school localities.

$H_0$ 12 : There is no any general health issues including physical and psychological among Muslim adolescent girls related to type of school management.

## 11. RESEARCH METHODOLOGY:

- **Research Design:**

  The decision regarding the research method to be used depend on the problem and type of data required, hence descriptive method involving school survey will be followed in executing the present study as this design helps to survey a large representative. Descriptive design helps to do in , describe and interpret what exists at present. It would be mix method research where researcher will adopt both qualitative

methods inform of FGD and quantitative method in form of descriptive research design.

- **Population and Setting:**

  The aggregate of all the units pertaining to a study is called the population or universe. In the present study population comprises of all the Muslim girls studying in class IX of various high schools of Kannada, English and Urdu medium of instruction located in urban and rural areas. The researcher visited the office of the District Statistical Office, Vijayapura to get the statistics of the Muslim population and especially adolescent population among Muslim Community; but the clear statistics was not available. Vijayapura constitutes 369,588 i.e., 16.97% of total population. There are total 624 high schools in the district and Vijayapura taluk alone has 226 high schools (DDPI, Vijayapura2019) including all type of management and locality of school.

  The total population of Muslim adolescent girl students attend High Schools will be estimated and sample size will be decided later.Since the population has to be divided into strata and from each stratum, random sample can be drawn, therefore in this study, stratified random sampling technique will be used.

- **Sources of Data collection:**

The primary data will be collected by the researcher herself by administering semi-structured questionnaire personally to students who are in $9^{th}$ and $10^{th}$ grades in respective schools. The secondary sources will be collected through by several books, library resources and its databases, journal articles, Government reports and e-resources.

- **Tools & Techniques of Data Collection:**
  - Semi-Structured questionnaire will be used with Muslim Girl students from grade 9 and 10 from all the three medium of instructions i.e., Kannada, English and Urdu.
  - Family Environment scale by Harpreet Bhatia and N.K. Chadha (2010).
  - General health questionnaire (GHQ-12) scale developed by Goldberg and Williams(1988).
  - Academic Stress Questionnaire developed and Standardized by Akram, Khan and Baby (2013).

- Interview Guide will be used for conducting Focus Group Discussion by taking students, student's parents and teachers as a respondent.
- Participatory observation

➢ **Variables:** Variables are phenomena or factors of research that varies in its nature. Dependent and Independent variables are defined as per objectives and need of the study.

- Independent variable: Age, grade, birth order, domicile, parent's education, parents occupation, Mother's occupation, family income, family size, family type, medium of instructions, type of school
- Dependent Variable: family environment, Academic stress, mental health.

➢ **Inclusive Criteria:**

- Muslim Adolescent Girl students who attend High Schools in $9^{th}$ and $10^{th}$ grade in all the three mediums of instructions i.e.Kannada, English and Urdu.
- Muslim Adolescent Girl students who go to school in Vijayapura Taluka including schools setup in Rural and Urban localities.

➢ **Exclusion Criteria:**

- High schools come under other taluks of Vijayapura district.
- Madrasas have not been included in the study.

**12. DATA ANALYSIS:**

After purification of data from the raw data which is called as data processing, data analysis will be done by using statistical package of social science(SPSS version 20).Descriptive and Inferential analysis will be uses for analysis.

**13. CHAPTERISATION SCHEME:**

The Thesis is proposed to be covered into following six chapters.

Chapter 1 : Introduction

Chapter 2 : Literature Review

Chapter 3 : Profile of Sample Population

Chapter 4 : Research Methodology

Chapter 5 : Data Analysis, Interpretation and Inferences

Chapter 6 :Major findings, suggestions and conclusion

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